RESOURCE LIST

NINE CHARACTERISTICS OF HIGH-PERFORMING SCHOOLS

Becoming a high-performing school takes many years of hard work. There is no silver bullet—no single thing a school can do to ensure high student performance. Research has found that high-performing schools have a number of common characteristics. A school may be doing well in some areas but need help in others.

This resource list provides the names of key websites, books, reports, and articles that can be used to help schools improve in each of the characteristics of high-performing schools. Information about other characteristics are often embedded throughout these resources. After assessing the areas that need the most attention, review and then discuss the materials mentioned in this resource list in order to focus your school improvement efforts. Good luck!

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> **Clear and Shared Focus**   Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

http://www.nwrel.org/scpd/re-engineering/keyissues/leadership.shtml
"Leadership and Organizational Vitality"

http://www.effectiveschools.com

http://www.prrac.org/additup.pdf
"Add It Up: Using Research to Improve Education for Low-Income and Minority Students"

Barth, R. S. (1990). Improving Schools from Within: Teachers, parents, and principals can make the difference. San Francisco, CA: Jossey-Bass Publishers. See chapter 11, Visions of Good Schools.

Conzemius, A. and O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD. See chapter 2, Focus.

Cunningham, W. G. and Gresso, D. W. (1993). Cultural Leadership: The Culture of Excellence in Education. Boston: Allyn and Bacon. See chapter 4, Vision, Not Criticism, Supports Excellence.

DuFour, R. and Eaker, R. (1998). Professional Learning Communities at Work. Best Practices for Enhancing Student Achievement. Bloomington, Id.: National Educational Service and Alexandria, VA:ASCD. See chapter 4 on Mission and Vision and chapter 5 on Values and Goals.

Glickman, C. D. (1993). Renewing America's Schools. San Francisco: Jossey-Bass Publishers.
See chapter 2, The Covenant: Establishing Common Principles of Teaching and Learning.

Holcomb, E. L. (2001). Asking the Right Questions. Techniques for Collaboration and School Change. (2nd ed.) Thousand Oaks: Corwin Press.

Louis, K. S. and Miles, M. B. (1990). Improving the Urban High School. What Works and Why. New York: Teachers College Press. See chapter 9, Vision Building in School Reform.

Sagor, R. (1996). Local Control and Accountability. How to Get It, Keep It and Improve School Performance. Thousand Oaks, CA: Corwin Press. See chapter 3, The Three Building Blocks of Accountability: Vision Setting, Action Research, and Performance Assessment.

Senge, P. M. (1990). The Fifth Discipline. The Art and Practice of the Learning Organization. New York: Doubleday Currency. See Part III, The Core Disciplines: Building the Learning Organization.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., and Kleiner, A. (2000). Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education. New York: Doubleday Currency. See Part IX, School Vision.

Schlechty. P. C. (2001). Shaking Up the School House. How to Support and Sustain Educational Innovation. San Francisco, CA: Jossey-Bass. See chapters 2, 3, and 8.

Schmoker, M. (1999). Results: The Key to Continuous School Improvement (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. See chapter 2, Goals, and
http://www.ascd.org/framebooks.html   (listed under school-based management)

> **High Standards and Expectations for All Students**   Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

http://www.rand.org/multi/achievementforall/   Research Areas. Education.

http://www.mcrel.org/products/learning/raising.html   "Raising the Achievement of Low Performing Students"

http://www.goodschools.gwu.edu/
 NCCSR Publications. Issue Briefs. April 2001 "A Brief on Turning Around Low-Performing Schools"

http://www.wcer.wisc.edu/publications/pub_online.htm
Issues in Restructuring Schools. No. 8. Spring 1995 "Authentic Pedagogy: Standards That Boost Student Performance"

http://www.edtrust.org/main/reports.asp "Dispelling the Myth: High Poverty Schools Exceeding Expectations"

http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0bam.htm
NCREL Monograph: "Raising Expectations to Improve Student Learning" Jerry D. Bamburg.

http://epaa.asu.edu/epaa/v5n10.html
"Cultural Differences and the Construction of Meaning: Implications for the Leadership and Organizational Context of Schools" Robert A. Pena, Arizona State University

http://www.nwrel.org/cnorse/booklets/achieve/2.html
"Improving Black Student Achievement" See chapter 2, " School-Related Factors and Teacher Behavior that Contribute to Low Self-Image in Students" and chapter 4, "Worksheets to Identify and Improve Low Self-Image" Worksheet B, "Teacher Behaviors That Support a Positive Self-Concept Among Minority Students"

Cole. R. W. (Ed.) (1995). Educating Everybody's Children. Diverse Teaching Strategies for Diverse Learners. What Research and Practice Say About Improving Achievement. Alexandria, VA: ASCD Improving Student Achievement Research Panel.

Cotton, K. (1995). Research You Can Use to Improve Results. Alexandria, VA: ASCD and Portland, OR: NWREL. See chapter 4, Interactions.

Haycock, K., Jerald, C. and Huang, S. (2001, Spring). Closing the Gap: Done in a Decade. Thinking K-16 The Education Trust. 5(2).   http://www.edtrust.org/main/reports.asp

Means, B., Chelemer, C., and Knapp, M. S. (1991). Teaching Advanced Skills to At-Risk Students: Views from Research and Practice. San Francisco, CA: Jossey-Bass Publishers.

National Commission on the High School Senior Year. (2001, October). Raising Our Sights. No High School Senior Left Behind. The Woodrow Wilson National Fellowship Foundation. Princeton, NJ.

Payne, R. K. (1998). A Framework for Understanding Poverty. Baytown, TX: RFT Publishing Co.

Renzulli, J. S. and Reis, S. M. (1985). The Schoolwide Enrichment Model. A Comprehensive Plan for Educational Excellence. Mansfield Center, CT: Creative Learning Press, Inc.

Williams, B. (Ed.) (1996). Closing the Achievement Gap. A Vision for Changing Beliefs and Practices. Alexandria, VA. ASCD.   http://www.ascd.org/readingroom/books/williams96book.html

> **Effective School Leadership**   Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.

http://www.naesp.org/comm/prss10-29-01.htm
"Leading Learning Communities: What Principals Should Know and Be Able to Do"

http://www.mcrel.org/toolkit/systems
"Asking the Right Questions: A School Change Toolkit."

http://www.nwrel.org/scpd/re-engineering/keyissues/leadership.shtml
"Leadership and Organizational Vitality"

http://www.aasa.org/   – American Assocation of School Administrators
http://www.naesp.org/   – National Association of Elementary School Principals
http://www.nassp.org/   – National Association of Secondary School Principals
http://www.nhsa.net/   – National High School Association
http://www.nmsa.org/   – National Middle School Association
http://www.pdkintl.org/ – Phi Delta Kappa International
http://www.nea.org/   – National Education Association
http://www.aft.org/   – American Federation of Teachers

Barth, R. S. (1990). Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. San Francisco, CA: Jossey-Bass Publishers.

Blase, J. and Kirby, P. C. (1992). Bringing Out the Best in Teachers: What Effective Principals Do. Newbury Park, CA: Corwin Press Inc.

Bolman, L. G. and Deal, T. E. (1995). Leading with Soul: An Uncommon Journey of Spirit. San Francisco, CA: Jossey-Bass Publishers.

Carnegie Council on Adolescent Development. (1989). Turning Points: Preparing American Youth for the 21st Century. Report of Task Force on Education of Young Adolescents. New York: Carnegie Corporation of New York.

Conley, D. T. and Goldman, P. (1994). Facilitative Leadership. How Principals Lead without Dominating. Oregon School Study Council. 37(9).

Cunningham, W. G. and Gresso, D. W. (1993). Cultural Leadership. The Culture of Excellence in Education. Boston: Allyn and Bacon.

Fullan, M. (2001). Leading in a Culture of Change. San Francisco, CA: Jossey-Bass Publishers.

Irvin, J. L. (Ed.) (1997). What Current Research Says to the Middle Level Practitioners. Columbus, OH. National Middle School Association. See section VII, Leadership.

Kaplan, L. S. and Owings, W. A. (2001, November). Teacher Quality and Student Achievement: Recommendations for Principals. National Association of Secondary School Principals Bulletin. 85(628). http://www.nassp.org/news/bltn_tch_qul_stdnt_ach1101.html

Keefe. J. W., Valentine, J., Clark, D. C., and Irvin, J. L. (1994). <u>Leadership in Middle Level Education: Leadership in Successfully Restructuring Middle Level Schools</u>. Columbus, OH: National Association of Secondary School Principals.

Louis, K. S. and Miles, M. B. (1990). <u>Improving the Urban High School: What Works and Why</u>. New York: Teachers College Press. See chapter 2, Making Change Happen: Leading and Managing.

National Association of Secondary School Principals. (1996). <u>Breaking Ranks: Changing an American Institution</u>. Report of NASSP in partnership with the Carnegie Foundation for the Advancement of Teaching on the High School of the 21st Century. Alexandria, VA: NASSP.

Schlechty, P. C. (2001). <u>Shaking Up the School House: How to Support and Sustain Educational Innovation</u>. San Francisco, CA: Jossey-Bass, Inc. See Part Three, Transformational Leadership.

Senge, P. et al. (2000). <u>Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education</u>. New York: Currency / Doubleday. See chapter XII, Leadership.

Sergiovanni, T. J. (1990). <u>Value-Added Leadership: How to Get Extraordinary Performance in Schools.</u> San Diego, CA: Harcourt Brace Jovanovich, Publishers.

> **High Levels of Collaboration and Communication**   There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

http://www.sedl.org/change/issues/issues61.html
"Issues about Change. Professional Learning Communities"

http://www.sedl.org/change/issues/issues91/4.html
"Comprehensive School Improvement: Addressing the Challenges. What are we learning?"

http://www.prrac.org/additup.pdf
"Add It Up: Using Research to Improve Education for Low-Income and Minority Students"

Barth, R. S. (1990). Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. San Francisco, CA: Jossey-Bass Publishers. See chapter 3, Becoming Colleagues; and chapter 4, Building a Community of Learners.

Conzemius. A. and O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD. See chapter 4, Collaboration.

Cunningham, W. G. and Gresso, D. W. (1993). Cultural Leadership: The Culture of Excellence in Education. Boston: Allyn and Bacon. See chapter 5, Collegiality is the Catalyst.

DuFour, R. and Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN. National Educational Service. See chapter 2, A New Model: The Professional Learning Community.

Glickman, C. D. (1993). Renewing America's Schools: A Guide for School-Based Action. San Francisco, CA: Jossey-Bass Publishers. See chapter 6, Becoming an Educative Community.

Hord, S. M. (1997). Professional Learning Communities: Communities of Continuous Inquiry and Improvement. Rev. Ed. Austin. Texas: Southwest Educational Development Laboratory.

Lieberman, A. (Ed.) (1995). The Work of Restructuring Schools: Building from the Ground Up. New York: Teachers College Press.

Merenbloom, E. Y. (1990). The Team Process: A Handbook for Teachers. (3rd ed.). Columbus, OH: National Middle School Association.

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. (2nd ed.). Alexandria, VA. ASCD. See chapter 1, Teamwork.

Stigler, J. W. and Hiebert, J. (1999). The Teaching Gap: Best Ideas From the World's Teachers for Improving Education in the Classroom. New York: The Free Press. See chapter 7, Beyond Reform: Japan's Approach to the Improvement of Classroom Teaching; chapter 8, Setting the Stage for Continuous Improvement; and chapter 9, The Steady Work of Improving Teaching.

http://www.nwrel.org/scpd/sirs
"School Improvement Research Series. Research You Can Use"

http://www.mcrel.org/products/diversity/
"Including At-Risk Students in Standards-Based Reform. A Report from McREL's Diversity Roundtable I"

http://www.wested.org/

http://www.goodschools.gwu.edu   NCCSR Publications. Issue Briefs. April 2001
"Brief for Practitioners: Turning Around Low Performing Schools -- Implications at the School, District, and State Levels"

http://www.middleweb.com   Resources.

http://www.wcer.wisc.edu/archives/completed/cors/issues_in_Restructuring_Schools/
Issue Report #8, Spring 1995 "Authentic Pedagogy: Standards that Boost Student Performance"
Issue Report #9, Fall 1995 "Another Look at High School Restructuring"

http://www.cresst96.cse.ucla.edu/index.htm
Library. Newsletters. Policy Brief 4, "Assessment and Accommodation for English Language Learners"

http://www.nap.edu/openbook/0309069955/html/   National Academy Press
"Adding It Up: Helping Children Learn Mathematics" (2001)

http://www.mcrel.org/ Products. Noteworthy Series. Noteworthy perspectives. "Teaching to the Core--Reading, Writing, and Mathematics" Helen Apthorp and others

http://www.aera.net/	-- American Educational Research Association
http://www.ascd.org/	– Association of Supervision and Curriculum Development
http://www.cec.sped.org/	– Council for Exceptional Children
http://www.reading.org/	– International Reading Association
http://www.naeyc.org/	– National Association of Education of Young Children
http://www.ncss.org/	– National Council of Social Studies
http://www.ncte.org/	– National Council of Teachers of English
http://www.nctm.org/	– National Council of Teachers of Mathematics
http://www.nsta.org/	– National Science Teachers Association
http://www.tesol.org/	– Teachers of English to Speakers of Other Languages

Berliner, D. C. and Casanova, U. (1993). Putting Research to Work in Your School. New York: Scholastic. (1996 Renewal. Arlington, Heights, IL: IRI Skylight Training and Publishing, Inc.)

Carr, J. F. and Harris, D. E. (2001). Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning. Alexandria, VA: ASCD.

Cotton, K. (1995). Research You Can Use to Improve Results. Alexandria, VA: ASCD and Portland, OR: NWREL.

Daniels, H. and Bizar, M. (1998). <u>Methods that Matter: Six Structures for Best Practice Classrooms</u>. York, Maine: Stenhouse Publishers.

DePorter. B; Reardon, M.; and Singer-Nourie. S. (1999). <u>Quantum Teaching. Orchestrating Student Success</u>. Needham Heights, MA: Allyn and Bacon.

Drake, S. M. (1993). <u>Planning Integrated Curriculum. The Call to Adventure</u>. Alexandria, VA: ASCD.

Irvin, J. L. (Ed.) (1997). <u>What Current Research Says to the Middle Level Practitioner</u>. Columbus, OH: National Middle School Association. See Section III, Curriculum.

Jacobs, H. H. (1997). <u>Mapping the Big Picture: Integrating Curriculum and Assessment K-12.</u> Alexandria, VA: ASCD.

Lewin. L. and Shoemaker, B.J. (1998). <u>Great Performances: Creating Classroom-Based Assessment Tasks</u>. Alexandria, VA: ASCD.

Marzano. R. J. and Kendall, J. S. (1998). <u>Implementing Standards-Based Education</u>. Washington D. C.: National Education Association.

Marzano, R. J., Pickering, D. J., and Pollock, J. E. (2001). <u>Classroom Instruction that Works: Research-Based Strategies For Increasing Student Achievement</u>. Alexandria, VA: ASCD.

McNeil, J. (1995). <u>Curriculum: The Teacher's Initiative</u>. Englewood Cliffs, New Jersey: Merrill.

McTighe, J. and Ferrara, S. (1998). <u>Assessing Learning in the Classroom</u>. Washington D. C.: National Education Association.

Newmann, F. M. and Associates. (1996). <u>Authentic Achievement: Restructuring Schools for Intellectual Quality</u>. San Francisco: Jossey-Bass Publishers.

O'Neil J. and Willis, S. (Eds.) (1998). <u>Revitalizing the Disciplines</u>. Alexandria, VA: ASCD.

Perkins, D. (1992). <u>Smart Schools: Better Thinking and Learning for Every Child</u>. New York: Free Press.

Popham, W. J. (1995). <u>Classroom Assessment: What Teachers Need to Know</u>. Boston: Allyn and Bacon.

Stiggins, R. J. (2001). <u>Student-Involved Classroom Assessment</u>. (3rd ed.). Upper Saddle River, NY: Prentice-Hall, Inc.

Stiggins, R. J. (1998). <u>Classroom Assessment for Student Success</u>. Washington D.C.: National Education Association.

Stigler, J. W. and Hiebert, J. (1999). <u>The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom</u>. New York: The Free Press.

Wiggins, G. and McTighe, J. (1998). <u>Understanding by Design</u>. Alexandria, VA. ASCD.

Wilson, S. M. and Peterson, P. L. (1997, September). <u>Theories of Learning and Teaching: What Do They Mean for Educators</u>? U. S. Department of Education Blue Ribbon Schools Program. Excerpt on http://www.nwrel.org/scpd/re-engineering/keyissues/theories.shtml

Zemelman, S., Daniels, H., and Hyde, A. (1998). <u>Best Practice: New Standards for Teaching and Learning in America's Schools</u>. (2nd ed.). Portsmouth, NH: Heinemann.

> **Frequent Monitoring of Learning and Teaching** A steady cycle of different assessments
> identify students who needs help. More support and instruction time is provided, either during
> the school day or outside normal school hours, to students who need more help. Teaching is
> adjusted based on frequent monitoring of student progress and needs. Assessment results are
> used to focus and improve instructional programs.

http://www.mcrel.org/products/assessment/designing.asp
"Designing a Sustainable Standards-Based Assessment System" Don Burger

Bernhardt, V. L. (1998). Data Analysis for Comprehensive Schoolwide Improvement. Larchmont, NY: Eye on
Education, Inc.

Bernhardt, V. L. (2000). Designing and Using Databases for School Improvement. Larchmont, NY. Eye on
Education, Inc.

Conzemius, A. and O'Neill, J. (2001). Building Shared Responsibility for Student Learning. Alexandria, VA:
ASCD. See chapter 3, Reflection.

Cotton, K. (1995). Research You Can Use to Improve Results. Alexandria, VA: ASCD and Portland, OR:
NWREL. See chapter 7, Assessment. http://www.nwrel.org/scpd/sirs

Cunningham, W. G. and Gresso, D. W. (1993). Cultural Leadership: The Culture of Excellence in Education.
Boston: Allyn and Bacon. See chapter 7, Quality, Information, and Improvement.

DuFour, R. and Eaker, R. (1998). Professional Learning Communities at Work. Best Practices for Enhancing
Student Achievement. Bloomington, IN: National Educational Service. See chapter 6, Sustaining the School
Improvement Process.

Hill, B. C., Ruptic, C., and Norwick, L. (1998). Classroom-Based Assessment. Norwood, MA: Christopher-
Gordon Publishers, Inc.

Holcomb, E. L. (2001). Asking the Right Questions: Techniques for Collaboration and School Change. (2nd
ed.). Thousand Oaks, CA: Corwin Press.

Jenkins, L. (1997). Improving Student Learning: Applying Deming's Quality Principles in Classrooms.
Milwaukee, WI: American Society for Quality. See section II, Improving Learning; section IV, Enthusiasm
Maintained; and section V, Decision Making for Improved Student Learning.

Sagor, R. (1996). Local Control and Accountability: How to Get It, Keep It, and Improve School Performance.
Thousand Oaks, CA: Corwin Press. See chapter 9, Bringing Out the Best in Teachers and Programs.

Schlechty. P. C. (2001). Shaking Up the School House: How to Support and Sustain Educational Innovation.
San Francisco, CA: Jossey-Bass, Inc. See Part Two, Creating Quality Learning Experiences.

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. (2nd ed.). Alexandria, VA:
ASCD.   http://www.ascd.org/readingroom/books/schmoker99book.html

Schmoker, M. (2001). The Results Fieldbook: Practical Strategies from Dramatically Improved Schools.
Alexandria, VA: ASCD.   http://www.ascd.org/readingroom/books/schmoker01book.html

> **Focused Professional Development**   A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

http://www.nsdc.org/educatorindex.htm
Standards. "The Revised NSDC Standards for Staff Development"

http://www.ncrel.org/sdrs/areas/pd0cont.htm
"Finding Time For Professional Development" & "Evaluating Professional Growth And Development"

http://www.ncrel.org/sdrs/areas/rpl_esys/pdlitrev.htm
"Results-Oriented Professional Development" Thomas Guskey

http://www.ncrel.org/pd/toolkit/lftb/index.htm
"Professional Development. Learning from the Best"

http://www.nwrel.org/scpd/sirs/6/cu12.html
School Improvement Research Series Close Up #12 "Staff Development" Jocelyn Butler

http://www.teachers.net

Cunningham, W. G. and Gresso, D. W. (1993). Cultural Leadership: The Culture of Excellence in Education. Boston: Allyn and Bacon. See chapter 8, Personal and Professional Development; chapter 9, Employee Empowerment.

DuFour, R. and Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service. See chapter 12, Staff Development in a Professional Learning Community.

Fullan, M. (1993). Change Forces: Probing the Depths of Educational Reform. New York: The Falmer Press. See chapter 7, The Individual and the Learning Society.

Guskey. T. R. (2000). Evaluating Professional Development. Thousand Oaks, CA.: Corwin Press.

Lynn, L. (Ed.). Powerful Designs: New approaches ignite professional learning. (1999, Summer). National Staff Development Journal. National Staff Development Council. 20(3).

Newmann, F. M. and Associates. (1996). Authentic Achievement: Restructuring Schools for Intellectual Quality. San Francisco: Jossey-Bass Publishers. See chapter 7, Schoolwide Professional Community.

Senge, P. et al. (2000). Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. New York: Currency/Doubleday. See section XI, Development.

Sparks, D. and Hirsh, S. (1997). A New Vision for Staff Development. Alexandria, VA: ASCD and Oxford, CA: National Staff Development Council.

Zepeda, S. J. (1999). Staff Development: Practices that Promote Leadership in Learning Communities. Larchmont, NY: Eye on Education.

> **Supportive Learning Environment** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

http://www.goodschools.gwu.edu/
 NCCSR Publications. Bookmark. Past Bookmarks. November 2001. "Improving School Climate"

http://www.learningfirst.org/pdfs/safe-schools-report.pdf
"Every Child Learning: Safe and Supportive Schools"

http://www.wested.org/policy/pubs/full_text/pb_ft_csr23.htm
Policy Brief 23, August 1998 "Class Size Reduction: Lessons Learned from Experience"

http://www.prrac.org/additup.pdf
"Add It Up: Using Research to Improve Education for Low-Income and Minority Students"

http://www.ed.gov/pubs/ClassSize/practice.html#student
Class Size and Students At Risk   April 1998 "Instructional Practice and Student Behavior"

http://staff.washington.edu/sdrg/
Social Development Research Group, U of W., David Hawkins and Richard Catalano

http://www.nwrel.org/
Programs & Projects "National Resource Center for Safe Schools" & "National Mentoring Center"

http://www.safetyzone.org/

http://smhp.psych.ucla.edu/
School Mental Health Project, Howard Adelman and Linda Taylor

http://epaa.asu.edu/epaa/v9n30.html
EPAA August 17, 2001 "Committing to Class-Size Reduction and Finding the Resources to Implement It: A Case Study of Resource Reallocation" Allan Odden and Sarah Archibald

Adelman, H. and Taylor, L. (1999) New Directions in Enhancing Educational Results: Policymaker's Guide to Restructuring Student Support Resources to Address Barriers to Learning, The Center for Mental Health in Schools, UCLA, Los Angeles.

Brandon. R. (2000). Impact of Peer Substance Use on Middle School Performance in Washington, Washington Kids Count, Human Services Policy Center, Evans School of Public Affairs, Seattle, WA: University of Washington.

Cotton, K. (1995). Research You Can Use to Improve Results. Alexandria, VA: ASCD and Portland, OR: NWREL. See chapter 2, Management and Organization.

DePorter, B., Reardon, M. and Singer-Nourie, S. (1999). Quantum Teaching: Orchestrating Student Success. Boston: Allyn and Bacon. See chapter 4, Orchestrating a Supportive Environment; chapter 9, Orchestrating Life Skills.

Dryfoos, J. G. (1998). Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families. San Francisco, CA: Jossey Bass Education Series.

Dryfoos, J. G. (1998). <u>Safe Passage: Making It Through Adolescence in a Risky Society</u>. New York: Oxford University Press.

Elias, M. J. et. al. (1997). <u>Promoting Social and Emotional Learning. Guidelines for Educators</u>. Alexandria, VA: ASCD.

Freiberg, J. (Ed.) (1999). <u>School Climate: Measuring, Improving and Sustaining Healthy Learning Environments</u>. New York: The Falmer Press.

Hawkins, J. D. (1999). *Preventing Crime and Violence Through Communities That Care,* <u>European Journal on Criminal Policy and Research</u>, 7, 443-458.

Hawkins, J. D., Catalano, R. F., Kosterman, R., Abbott, R., and Hill, D. G. (1999). *Preventing Adolescent Health-Risk Behaviors by Strengthening Protection During Childhood*. <u>Archives of Pediatrics and Adolescent Medicine</u>, 153(3), 226-239.

Irvin, J. L. (Ed.) (1997). <u>What Current Research Says to the Middle Level Practitioner</u>. Columbus, OH: National Middle School Association. See section II, Teaching/Learning.

Johnson, D. W. and Johnson, R. T. (1995). <u>Reducing School Violence through Conflict Resolution</u>. Alexandria, VA: ASCD.

Kohn, A. (1996). <u>Beyond Discipline: From Compliance to Community</u>. Alexandria, VA: ASCD.

Kushman, J. (Ed.) (1997). <u>Look Who's Talking Now: Student Views of Learning in Restructuring Schools</u>. Portland. OR: Regional Educational Laboratory Network by the Restructuring Collaborative.

NASSP. (1996). <u>Breaking Ranks. Changing an American Institution</u>. Report of NASSP in partnership with the Carnegie Foundation for the Advancement of Teaching on the high school of the 21st century. Alexandria, VA: NASSP. See chapter Three. School Environment. Creating a Climate Conducive to Teaching and Learning.

Payne, R. K. (1998). <u>A Framework for Understanding Poverty</u>. Baytown, TX: RFT Publishing Co.

Starkman, N. et. al (1999). <u>Great Places to Learn: How Asset-Building Schools Help Students Succeed</u>. Minneapolis, MN: Search Institute.   <u>http://www.search-institute.org/</u>

Stockard, J. and Mayberry, M. (1992). <u>Effective Educational Environments</u>. Newbury Park, CA: Corwin Press, Inc. See chapter 2. School and Classroom Climates; chapter 3, School Resources and School and Classroom Size.

> **High Level of Parent and Community Involvement**   There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

http://www.pta.org/   -- National Parent Teacher Organization

http://www.wssda.org/   -- Washington State School Directors Association

http://www.pta.org/parentinvolvement/standards/index.asp
"National Standards for Parent/Family Involvement Programs"

http://www.wastatepta.org/resources/Parent%20Resources/intro.htm   Resources
Advocacy. "You Can Make a Difference for Public Schools"
Parent Involvement. "Family Involvement Guide" & "10 Ways to Help Your Child Succeed"

http://www.ncrel.org/sdrs/areas/pa0cont.htm   Family and Community. Critical Issues in Family and Community.   "Supporting Ways Parents and Families Can Become Involved in Schools"

http://www.csos.jhu.edu/p2000   Publications & Products. Publications Lists. List A." Center on Family, School, and Community Involvement"

http://www.edletter.org/   Harvard Review. Past Issues. September/October 1997. Parent Involvement. "Six Types of Involvement"

http://www.ed.gov/pubs/Reform/   School-Based Reform. Lessons from A National Study. 1995. Appendix II "Role of Parents and Community in School Reform"

http://www.ed.gov/pubs/SER/ParentComm/index.html
"Studies in Education Reform: Parent and Community Involvement in Education" Final Technical Report

http://www.nwrel.org/scpd/re-engineering/keyissues/schoolfamily.shtml
Students at the Center. "School, Family, and Community Partnerships"

http://www.prrac.org/additup.pdf
"Add It Up: Using Research to Improve Education for Low-Income and Minority Students"

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Henderson, A. T. and Berla, N. (Ed.) (1994). <u>The Family is Critical to Student Achievement: A New Generation of Evidence</u>. (4th printing 1997) Washington D. C: Center for Law and Education.

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Morrow, L. M. (Ed.) (1995). <u>Family Literacy: Connections in Schools and Communities</u>. International Reading Association, Inc.

Payne, R. K., DeVo, P., and Smith, T. D. (2001). <u>Bridges Out of Poverty: Strategies for Professionals and Communities</u>. Highlands, TX: aha! Process, Inc.

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Stiggins, R. and Knight, T. (1997). <u>But Are They Learning: A Commonsense Parents' Guide to Assessment and Grading in Schools</u>. Portland, OR: Assessment Training Institute.

> **Starting Points**: Several of the nine characteristics are discussed in some resources. The books in the following list address many of the key characteristics of high-performing schools. They provide an effective starting point for busy educators who have limited time for reading. These resources are also useful for school study groups.

Barth, R. S. (1990). Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference. San Francisco: Jossey-Bass Publishers.

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Holcomb, E. L. (2001). Asking the Right Questions: Techniques for Collaboration and School Change. Thousand Oaks, CA: Corwin Press.

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Schlechty, P. C. (2001). Shaking Up the School House: How to Support and Sustain Educational Innovation. San Francisco, CA: Jossey-Bass.

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. (2nd ed.). Alexandria, VA: ASCD.

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